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ABSTRACT

Purpose of the Advisory Committee was to: advise the Assistant Secretary/Commissioner of Education on the problems central to the education of the Spanish speaking children and adults, particularly those of bilingual bicultural families; recommend, where appropriate, shifts in emphasis of the Department of Health, Education, and Welfare (HEW), programs to accommodate special and generic needs of the Spanish speaking population; and help the Department of HEW coordinate its efforts and programs dealing with the Spanish speaking as authorized by the various acts of legislation. The Committee was to have had a three year tenure of office; however, because of budgetary restraints, it was delimited to nine months, beginning on July 1, 1972. This report examined communications among and about the Spanish speaking in all programs and the people who administer these programs. Of particular concern was the various interpretations that official documents and statements issued by USOE officials were subject to because of their characteristic ambiguity. Four categories were examined: school systems, development, higher education, and the Office of Education. Overlapping findings and recommendations were separated into these categories. Biographical notes on the Advisory Committee members and demographic data on the Spanish speaking population are included. (NQ)

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EL DESAFIO A LA REALIDAD
A CHALLENGE TO REALITY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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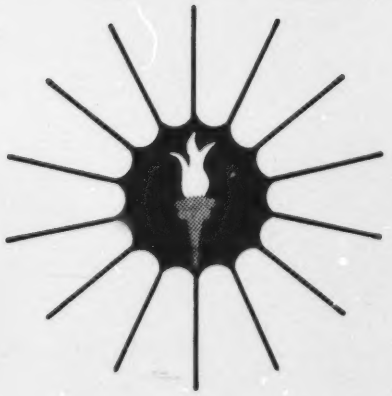
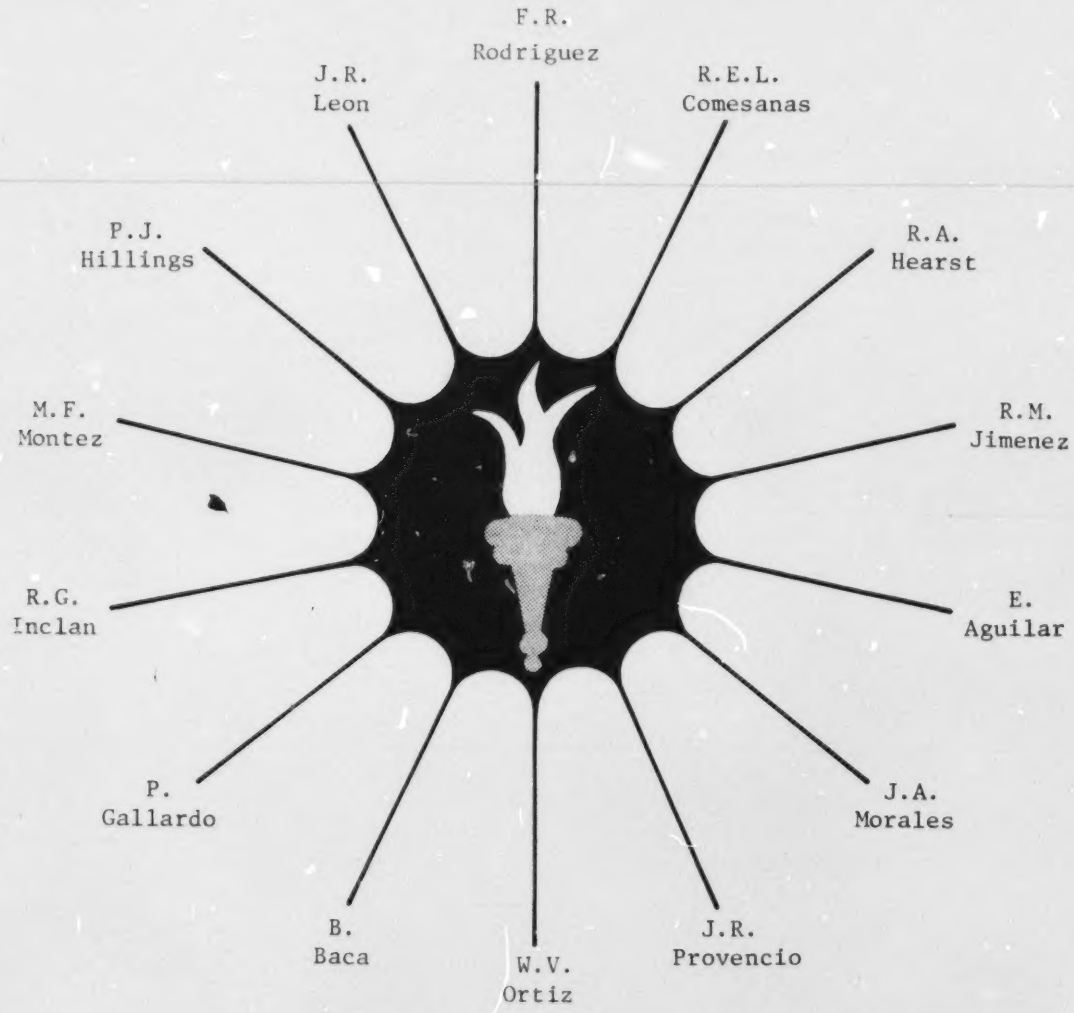


RC009627

Advisory Committee for the Education of the Spanish-Speaking and Mexican Americans

May 1, 1973

EL DESAFIO A LA REALIDAD
A CHALLENGE TO REALITY



ANNUAL REPORT
to the
Secretary of Health, Education, and Welfare
and the Commissioner of Education

Advisory Committee for the Education
of the
Spanish Speaking and Mexican Americans

May 1, 1973

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

May 1, 1973

Dr. John Ottina, Commissioner of Education
Department of Health, Education & Welfare
Office of Education
400 Maryland Avenue, S. W. - Room 4015
Washington, D. C. 20202

Dear Commissioner Ottina:

In accordance with my responsibilities as Chairman of the Advisory Committee on the Education of Spanish and Mexican Americans, the Committee is established under authority of (20 U.S.C. 1233A) Section 442(A) OF THE GENERAL EDUCATION PROVISION ACT (P.L. 91-230) and is governed by the provisions (20 U.S.C. 1233) PART D OF THE GENERAL EDUCATION PROVISION ACT AND OF EXECUTIVE ORDER 11671 which sets forth standards for the establishment and operation of Advisory Committees, I hereby transmit the First Annual Report of the Committee.

During the tenure on this Committee the membership has learned from various Division Heads in the Office of Education the importance of learning from one another by speaking so that our words as well as our voices can be heard. This report examines communications among and about the Spanish Speaking in all programs and the people who administer these programs. Of particular concern is the variety of interpretations that official documents and statements issued by USOE officials are subject to because of their characteristic ambiguity.

The members of these Advisory Committees and the Staff of the Office for Spanish Speaking American Affairs gave unselfishly of their time and energies to prepare a report that would accurately and constructively present the opportunities for improving communications to and from the Divisions within the Office of Education concerned with the Educational efforts of the Spanish Speaking.

It is our sincere hope that this report will be of assistance to the administration of educational programs throughout the land.

Respectfully,

Facundo R. Rodriguez

Facundo R. Rodriguez, Chairman
Advisory Committee on the Education of
Spanish and Mexican Americans

FRR / dad

PREFACE

"This Administration is committed to the principle and the practice of seeing to it that equal educational opportunity is provided every child in every corner of this land . . . We must make the schooling fit the student."

"Este gobierno apoya el principio y la práctica de la igualdad de oportunidades educativas para todos los niños de todo el país . . . Debemos hacer que la educación se adapte al estudiante."

Richard Nixon

President Nixon has, on many occasions, expressed a continuing interest in the Spanish-Speaking community, and reiterated a commitment for translating into action his campaign pledge to bring the disadvantaged Spanish-Speaking people into the mainstream of American life:

> . . . Many members of this significant minority group have been too long denied genuine, equal opportunity. For example, many have been denied the dignity that comes from useful job training, good jobs and a real share in American business enterprise . . . In signing this bill, I reaffirm the concern of this Government for providing equal opportunity to all Spanish-Speaking Americans . . .
>
> The Cabinet Committee will foster a new awareness within government of the specific needs of this significant group

and will ensure that existing and future government programs in fact reach the Spanish-Speaking people . . .

Working together, we can swing wide the door to dignity and self-help to millions of our fellow citizens. This Administration is determined to speed the day when every member of this group has his fair share of opportunity, and the American system fully benefits from the resourcefulness and traditions of the Spanish-Speaking heritage . . .

Accordingly, I sign this bill con gusto - - with the enthusiasm and determination to make equal opportunity a reality in these United States.

Statement of President Nixon on signing bill creating Cabinet Committee on Opportunities for the Spanish-Speaking People, December 31, 1969.

II. INTRODUCTION

A. Mandate

The purpose of this Committee as set forth under the authority of (20 U.S.C. 1233A) Section 442(A) OF THE GENERAL EDUCATION PROVISION ACT (P.L. 91-230) and is governed by the Provisions (20 U.S.C. 1233) PART D OF THE GENERAL EDUCATION PROVISION ACT AND OF EXECUTIVE ORDER 11671 which sets forth standards for the establishment and operation of Advisory Committees, states in part that the Committee's roles, functions and responsibilities include that of advising the Assistant Secretary/Commissioner of Education on the problems central to the education of the Spanish Speaking children, and adults, particularly those of bilingual bicultural families. It is to recommend, where appropriate, shifts in emphasis of the Department of Health, Education, and Welfare programs to accommodate special, as well as generic needs of the Spanish Speaking. It will recommend any legislation, when and if necessary.

This Committee is also to provide a National Focus on problems which primarily concern a special segment of our population. At the same time, it is to help the Department of HEW coordinate its efforts and its program dealing with the Spanish Speaking as authorized by the various acts of legislation. Lastly, it must make a report of its findings to the Secretary.

B. Perspective

In previous reports the Advisory Committee in past years expressed concern over the general lack of knowledge and

understanding of the goals and purposes of program established in behalf of the Spanish-Speaking. Many programs aimed at educating the Spanish Speaking seem to be surrounded by an absence of information and a plethora of misunderstanding. This creates one of the major obstacles to effective operation of Office of Education Programs at both the national and local levels. The Advisory Committee specifically should continue to point out the need for improved communications and continue to recommend as an overall policy the expansion of information and understanding of all Office of Education programs geared toward the education of the Spanish-Speaking.

C. Focus

The high priority on the decentralization and local control of many federal programs has made it imperative that programs in the Office of Education within Health, Education, and Welfare become solidly established in their communities. Therefore, the future of these programs may well hinge on the extent to which they are understood, because understanding can only be achieved through meaningful and effective communications with the Spanish-Speaking population to which these programs are directed. This report will direct itself toward that goal.

While a full exploration of all Office of Education Programs would be desirable, the Advisory Committee was able to examine

only some facets of this complicated and enormous gamut of Educational programs. The Advisory Committee agrees that many of its observations and recommendations may seem obvious, particularly to those who are familiar with the implementation and administration of these programs.

However, many local school districts are unaware of and lack proper orientation about even the availability and existence of these programs.

D. Methodology

The Advisory Committee was to have had a three year tenure of office; however, because of budgetary restraints, it was delimited to nine months, beginning on July 1, 1972. Furthermore, five new members were appointed to the Committee as late as this January, 1973. Their terms are due to expire this coming June. One salient reality to keep in mind is that this is the only Committee within the Department of Health, Education and Welfare that is truly representative of all Spanish-Speaking groups. It is the only one which has come together in a sincere and concerted effort to address itself to the whole gamut of the educational problems which affect the Spanish-Speaking in the United States.

In the preparation of this report, the Advisory Committee combined general research and background studies with personal interviews with various division heads in the Office of Education.

The Advisory Committee members have convened for three meetings in Washington, D. C., and members also met for a number of special committee sessions outside of Washington. In addition, the members conducted individual and group projects.

In its research and in the preparation of this report, the Advisory Committee divided its work into four catagories: (1) School Systems, (2) Development, (3) Higher Education, and (4) Over-view of the Office of Education. It also attempted to separate overlapping findings and recommendations into these catagories.

The Advisory Committee did not attempt to evaluate the effectiveness of the Office of Education Programs. Instead, it attempted to see what and how much information was available about programs affecting the Spanish-Speaking. Lastly, it studied the techniques and methods used by various divisions of the Office of Education to communicate information about its programs, services, needs and accomplishments relevant to the Spanish-Speaking Community.

E. Demographic Data

There is an estimated 13.5 million Spanish-Speaking citizens in the United States. This ranks the United States fifth position in the world among nations having Spanish-Speaking populations. Only Mexico, Spain, Argentina, and Colombia have a higher Spanish-Speaking population. The United States

out-ranks the fifteen remaining nations including Peru, Venezuela, and Chile.

In the United States the Spanish-Speaking make up the nation's second largest minority, and as a minority, it has received more than its share of our society's neglect and indifference. Since the standard of living of any segment in a society is rated on the over-all income, employment, health and educational achievement scale, the Spanish-Speaking population of the United States is clearly and definitely a disadvantaged minority. It ranks at the bottom of the scale. Figures published by the U. S. Bureau of the Census in February, 1971* show the following:

1. Spanish origin family income was on the average $5,600.00 annually, about 70% of that of other families.
2. Spanish origin persons had an unemployment rate of 6%, about 1.7 times the unemployment rate of all other persons in the labor force.
3. Spanish origin workers were less likely to hold white-collar jobs than the remaining employed population.
4. Educational level of Spanish origin persons 35 years old or older was 8.5 years compared to the national median of 12.0 years in the same age group.

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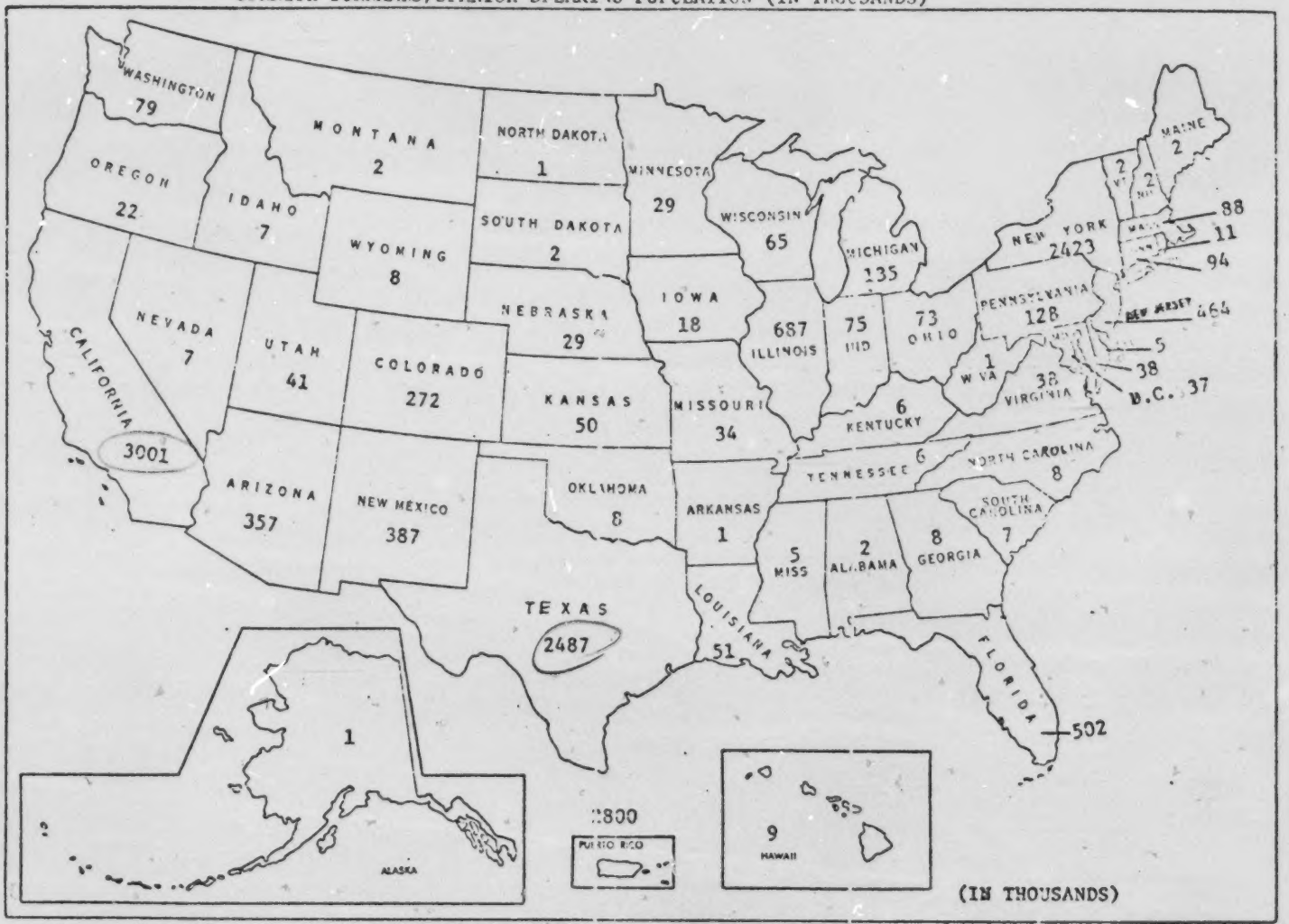
*Population Characteristics, Persons of Spanish Origin in the United States: November 1969, U. S. Bureau of Census, Services P-20, No. 213, February, 1971.

5. In the 25 to 34 years of age category, Spanish origin persons registered an educational level of 11.7 years as compared to the national median of 12.6 years.
6. Spanish origin persons had a lower level of educational attainment than other Americans.

The makeup of this disadvantaged minority includes Mexicans, Puerto Ricans, Cubans and other Spanish origin groups who share the same language and cultural heritage but exhibit distinctive linguistic and socio-cultural modalities. An actual count of this segment of the population has never been undertaken. Spanish speaking citizens can now be found in all the fifty states.

SPANISH SURNAMED/SPANISH SPEAKING POPULATION (IN THOUSANDS)



*Estimates based on information derived from 1969 Census Bureau Sample Survey; HEW minority school enrollment survey, 1968-69; HEW Region V demographic survey, 1968; Immigration and Migrant data; Cuban Refugee data; direct contact with local governments; on-site visits by CCOSS personnel.

III. COMMITTEE'S OVERVIEW

In meetings held by the Committee during the nine months, several guidelines have been offered by various experts as to areas of concern and the type of direction desired from the national Advisory Committee on Education of Spanish & Mexican Americans. Articulation of problems has alluded to the need for identification of specific concerns and ways on how best to resolve existing ills in the educational system as it affects the Spanish-Speaking. It has been emphatically pointed out that the true needs of the disadvantaged have not been and are not being met by the majority of current programs. Further emphasis has been placed on the need for innovative and effective change which can be followed up with positive actions. Of particular interest to the Office of Education is guidance on whether separate or integrated educational institutions are needed for the Spanish Speaking.

It has become quite apparent, then, that the greatest challenge presented to the Committee is that of specifically singling out those programs or areas of concern that need implementation or restructuring or replacement by new, innovative programs that will have far-reaching impact and lasting effectiveness.

Guidance was given to the Committee through presentation of the objectives being followed in the present fiscal year by the Office of Education. These objectives include elimination of racial and cultural isolation; career education; education of the handicapped; improvement and strengthening of vocational

education; encouragement of change in school programs with emphasis on management upgrading. The Committee was asked to look at these programs objectively and to point out shortcomings and corrective measures.

It has been generally determined that educational programs for the Spanish Speaking as a whole - whether they be Mexican Americans, Puerto Rican, Cuban, or Other, and not withstanding the tremendous strides made during recent years - are still faced with confusion and frustration. In New York, for instance, the unemployment rate, reading achievement, and drop out statistics among Puerto Ricans surpass that of Blacks. Yet, funding inequities provide limited bilingual education programs.

There is a lack of awareness of available programs in spite of extensive reports and indepth surveys of specific ethnic and educational problems of the Spanish Speaking community.

Compounding what already has been discovered to be a major obstacle as cited above - is the impact of social and educational changes. Geographic relocation of concentrations of Spanish Speaking is included in these changes. The Northeast section of the United States is no longer confined strictly to Puerto Ricans. There has been a great influx of Cuban refugees and more recently a large migration of people from Latin America. The Spanish Speaking are spread throughout the United States and are the second largest minority group.

Social changes have been rapid during the past few years with the growing awareness and interest in the Spanish Speaking population.

Changes in the educational system of our nation will have far-reaching effects on the Spanish-Speaking if proper orientation can be transmitted to parents and the public. Education should not be limited to the school setting. Learning is a life-long process which begins in the home. There is a growing awareness that motivation of children in the learning process, for the most part has been missing - particularly among the Spanish-Speaking. It must involve home and community in a cooperative effort to achieve the desired goal of a well integrated individual who is psychologically, socially, intellectually and economically independent. A major part of the answer to motivation lies with the parents in the home. Public officials, too, as well as educators and parents must be willing to make their contribution to the change process. Much of the success in changes to come will depend on the ability of the educator to accept change and improve by it.

The Spanish-Speaking have sought and are claiming their right to better social and economic opportunities. The needs of this segment of the American community are much more widely recognized today, but much remains yet to be done. The Spanish Speaking have the right to participate in society, to share, to learn, and to grow as individuals and as a group, like any other American.

IV. SUMMARY OF FINDINGS

1. The Committee has found the following situations to be in demand of immediate action for remediation or elimination as the case may be:

   a. The drop-out rate among Spanish Speaking high school students is among the highest.

   b. Curriculum has not been developed specifically to meet the needs of Spanish Speaking children to any noticeable degree in programs especially as related to early childhood development, counseling and guidance programs, psychological services and vocational training.

   c. Not enough teachers have been trained to work with Spanish Speaking children or parents.

2. The President's 16 Point Plan is not being implemented insofar as it is failing to comply with numbers: 2, 3, 4, 5, 7, 8, 9, 13, 14, 15, which read:

"2. Begin an intensified drive to recruit Spanish surnamed persons, particularly for identified public contact positions, in areas of heavy Spanish Speaking population, including the Southwestern states and in Chicago, Detroit, and New York, and certain other major metropolitan areas."

"3. Use specialized recruitment teams, to include Spanish Speaking persons, for college recruitment, particularly at colleges with heavy Spanish Speaking enrollments."

"4. Begin work immediately with OEO, DHEW, HUD, Labor to find

ways to enhance opportunities at all levels for Spanish surnamed Americans in programs dealing with the Spanish Speaking population as well as in other programs and in key occupations."

"5. Step up recruitment for Cooperative Education Program at colleges with significant numbers of Spanish Speaking students to permit entry from FSEE registers without necessity of written examination."

"7. Hold an EEO conference of Federal managers and equal opportunity officials in the Southwest designed to assure equal opportunity for Spanish Speaking Americans."

"8. Develop plans for Federal agencies under CSC area office leadership to work with high schools in Spanish Speaking areas to make known job opportunities in the Federal Government and to counsel and to encourage students to stay in school."

"9. Hire for summer employment in Federal agencies high school and college teachers from schools serving Spanish Speaking students to give them understanding of the Federal Government which they can relate to students."

"13. Provide additional training programs on EEO and personnel management for Federal managers in areas of Spanish Speaking population."

"14. With the Department of Labor, explore the feasibility of establishing an Inter-governmental Training Facility for

upward mobility and skills training for Federal, state, and local careers in the Southwest, probably in San Antonio."

"15. Collect necessary data and broaden analysis of minority statistics to bring out special information relating to employment and upward mobility of Spanish suranmed persons in the Federal Government."

3. The same failure in appropriately designed courses of study that meet the needs of the Spanish Speaking is found at institutions of higher learning.

4. Insufficient official support and inadequate funding of programs in bilingual bicultural education as evidenced by recent reduction in the various discretionary appropriations. A recent letter to Senator Fannin of Arizona from the Office of the Secretary, DHEW, contained the following paragraph which substantiates the importance of the bilingual bicultural programs:

"Our view that the Bilingual Program better meets the needs of the Spanish Speaking rests in our belief that non-English speaking children need to be instructed in their native language to insure that concepts are learned while at the same time providing English as a second language instruction to enable them to learn through that language as well. Additionally, the utilization of both languages as mediums of instruction provides the children the opportunity to develop pride

in the culture that each language represents, thus creating a better learning situation. Since the Bilingual Program focuses on the primary grades it insures that children, through proper educational programs, remain in school rather than waiting until they have dropped-out and then providing them with a remedial program."

5. Significant low reading scores among the Spanish Speaking represent a serious obstacle in the academic achievement for these children.

6. Career education and long range planning for further study have fallen very short of meeting the needs of the Spanish Speaking in public schools. Inadequate vocational and academic counseling and planning have kept Spanish Speaking students uninformed about their occupational and academic possibilities.

7. Many Spanish Speaking high school graduates are either denied college entrance or failed during their freshman year because of their low academic standing due to inappropriately designed secondary education.

8. The cost of a college education, both public and private, has soared to an inaccessible degree for the majority of Spanish Speaking candidates. Varied financial aid plans i.e., Federal Grants, work study and loans are so limited that too many eligible students are forced to drop out before the end of the school year.

9. Many local school authorities are uninformed about the needs of bilingual bicultural education in their areas at all levels.

10. Widely diverging practices in the education, accreditation and certification of Spanish Speaking students and professionals who have "foreign degrees", from Latin American secondary schools and universities demand the establishment of valid guidelines to be followed by colleges, universities and state departments of education. While some states and institutions grant credit at a Mater's degree level to Doctor of Education degrees from Latin American universities, still others require a minimum of 21-24 "convalidating" undergraduate credits for certifiecation at a bachelor's degree level and even then do not allow Latin Doctors of Education thus certified, to teach at the university. For instance, a full master's degree program of 30-36 credit hours is required of Cuban professionals in Florida, without any waiver in consideration of number of university degrees or of professorships held or experience had in teaching at the university level in their own country.

A case in point also is the so called Hardin Report. A careful study of Dr. Hardin's Evaluating Cuban Education, School of Education, University of Miami, which was done under a grant from the USOE in the early sixties seriously misconstrues Cuban university degrees and credits. In an effort to equate them to American college studies and university courses, and to make them conform to the American college

credit system, the very nature and content of the courses is ignored and the individual's rights are grossly denied. An example of this is Dr. Hardin's evaluation of the Professor of Languages degree in which only 81 credit hours are recognized when in fact all students are required to finish a total of 120 hours before being accepted as candidates for graduation.

Similar instances of improper evaluation and accreditation of foreign degrees can be found in all areas.

11. Migrant children are not being adequately served due to insufficient number of programs available in their respective areas. In places where programs existed they do not last long enough to accomplish their goal even half-way. Most Head Start Migrant programs last only six weeks.

V. RECOMMENDATIONS

The right of every child to an equal education is the fundamental law of the land. However, the existence of inequitable school facilities or a differentiated curriculum poses serious strains upon the Constitution and laws of the United States under the "equal protection" and the procedural "due process clause"; as well as the Civil Rights Act of 1964 (42 U.S.C. 2000d, 2000d1)

The denial of said Constitutional guarantees is tantamount to the denial of justice. The discriminatory practice of administering with design by the inequitable distribution of public monies a school system that fails to provide for the full development of the Spanish Speaking child's innate potential because of a different language and culture, which inevitably results in lower I Q tests, is a violation of the aforementioned constitutional rights and privileges. Hence, the Advisory Committee on the Education of the Spanish and Mexican Americans submits the following recommendations which correspond with findings previously listed.

1. (a) That programs in bilingual bicultural education in both Spanish and English be established in every school whose Spanish Speaking membership is 20% or higher, of its total school enrollment. Minimally, in those schools where there is a sufficient number of Spanish Speaking students at any level to warrant group instruction in basic skills, instruction in Spanish Language Arts & Culture must be provided, along with English as a second language. Optimally, a program in bilingual bicultural education should be de-

signed for both Spanish Speaking children and native English Speaking children and include instruction in both Spanish and English in all curriculum areas. Efforts should be made to provide instruction in Spanish as a second language to native English Speaking children so that they may interact in Spanish with Spanish Speaking peers as early as possible. It is the opinion of this Committee that education for the Spanish Speaking be designed, not only to enable them to move quickly and efficiently into the American mainstream, but also to retain their Spanish language and those attributes of their hispanic culture which have contributed so much to the culture of America. It is through bilingual bicultural programs that this goal is best achieved, without damage to the self-image of the Spanish Speaking child enrolled in an American school. It will then be possible to eliminate the high drop-out rate among Spanish Speaking high school students, to meet the special academic needs of all Spanish-Speaking students and to provide programs in vocational education, community participation, psychological and guidance services and curriculum counseling that will enable all Spanish Speaking children to achieve their full potential within American education systems.

(b) That an essential component of any program in bilingual bicultural education must of necessity include the training of teachers to work with both Spanish and English

Speaking children in both languages.

(c) An effort needs to be made to encourage local school authorities in areas of high concentration of Spanish Speaking to explore the actual needs of this population. Dissemination of information pertinent to bilingual bicultural education needs to be more systematically carried on by DHEW.

2. That the Office of Education enforce and fully comply with the entire President's 16 Point Program and make available a progress report of all pertinent information on what is being done to employ more Spanish Speaking.

3. According to the President's concern, more programs for the Spanish Speaking that utilize technological innovation and that lead to career education need to be stimulated.

4. That a study be made on the teaching of beginning reading to Spanish Speaking children so that its findings may be attached to all guidelines for submitting proposals relative to educational programs designed for such children at the elementary level. The advantages of beginning reading instruction in Spanish, with reinforcement in English, need to be established through experimentation.

   In the meantime, the acquisition of reading, especially of decoding skills, in English, should not depend on "Look and Say" or "sight" approaches, such as commonly used by basal developmental reading series, commonly used in American

Schools. A linguistic approach to reading based on the alphabetic principle and sound symbol correspondences would do away with the interferences that Spanish Speaking children generally have to cope with in learning to read in a language (English) whose spelling system is so different from theirs.

5. That transitional or "Zero Year" college programs be provided to enable high school graduates who have academic deficiencies to cope with standard freshman courses.

6. That "night" and "week-end" two-year mobile college programs be provided to enable migrants to work toward attaining a college degree while earning a living.

7. That financial aid programs, i.e., The Educational Opportunity Grants Program, The National Direct Student Loan Program, College Work-Study Program, be substantially increased in accordance with the increasing cost of a college education.

8. That programs that waive "Test Scores and Grade Point Averages" to admit Spanish Speaking students to graduate and professional schools be increased. (The Universities of Stanford and Michigan have such programs).

9. That a conscientious indepth comparative study of Latin American and North American educational systems be made by recognized, well informed authorities in their respective areas so that "advisory interpretations or opinions" issued upon request by the Institute of International Studies may be accurately based and non-damaging to Spanish Speaking students and/or

professionals seeking recognition of their academic or professional status in this country.

The degrading practice of forcing professionals holding Latin American university degrees to go through various "re-training programs" that either duplicate already acquired experiences or provide "academic" content of absolutely no value in the practice of the profession must be made to cease in all sections of the country.

State certification practices in regard to graduates from institutions in Spanish Speaking countries must be made to conform to validly established guidelines, rather than to the personal appraisal of state department of education officials.

10. That statistics on Spanish Speaking be kept in all programs and systematically disseminated to all school systems and interested agencies and groups.

11. That information regarding grants awarded to private companies for the development of educational materials for Spanish Speakers be disseminated to all school systems and interested agencies and groups.

12. That specific amounts of discretionary funds be made available for continuance of programs in greatest needs affecting the Spanish Speaking.

13. That migrant children be guaranteed educational continuity specially in relation to early childhood programs.

14. That the Advisory Committee become known as the National Advisory Committee on the Education of the Spanish Speaking and as such, be made a permanent Statutory Presidential Committee. Its members should become advisors to all divisions of USOE concerned with the Education of the Spanish Speaking throughout the nation.

BIOGRAPHICAL NOTES

A G U I L A R, ESTELA: Director Early Childhood Program, Age 24, Single Texas Southmost College, Brownsville, Texas, 1968-70; Our Lady of the Lake College, San Antonio, Texas; 1971; S. W. Development Laboratory (Continuing Seminars, 1-1971, to 5-1972.) Pan American University, Edinburg, Texas, 1972 - Three years experience in bilingual early childhood development education which included design testing and pilot testing of multi-media modules on a Mobile Head Start Research Program for children of Migrant Agricultural Farmworkers. Coordinated findings with the Texas Education Agency, SWED Deve. Lab., and Region I, Ed. Serv. Center in the development of other innovative programs of bilingual ed., parental involvement and multi-cultural social Ed. Dir., of Head Start Center in Decatur, Michigan, Head Start Teacher in Texas and now Trainer/Coordinator for developing and implementing educational programs for family and children. H-504 Rosita Street, Brownsville, Texas.

B A C A, BERNARD: Sup't of Schools, b. Belen, New Mex., 6-22-23, S. of the late Jose M. Baca and the late Carmen Ortiz; B.A. in Ag. Ed., '46; NMA and M.; M.A., in Ed. '57, N.M.A. and M.; Work on Adv. Degree '57 to '65; UNM.; m. Fedelina Garcia; Instructor Voc. Agri., '48 to '58; Asst. principal - Belen Schools '53 to '62; Ass't Supt., Belen '62 - '66; Supt. Los Lunas Schools, '66 to present. MS-'43 - '48 USAAF '48 - '55 NMNC; Mem: Belen C of C; Valencia CFA; AASA; NMNEA; WHICHE; NMSA; AFTB; NMRSC; SWR Consultant Associate; Inc., President, Belen Rotary Club, K.C. Catholic - Flew 35 combat missions in B-29s in the SWPTO,H-PO Box 98, Los Lunas, N. M. 87031.

C O M E S A N A S, RAUL E. L.: Member of Consolata Theological House of Studies; Co-chairman of the Advisory Committee on the Education of Spanish & Mexican Americans; B. Havana, Cuba, August 5, 1943; BA in Mod. Langs. and History, Seton Hall Univ; Graduate Work at St. Johns U. in African & Asian Studies; Graduate Work in Education at Newark State Teachers College; Graduate Work in Theology, Princeton Theological Seminary; Professor of African History & English Lit, at Montclair State College; 1st Cuban Am. to run for the U.S. Cong., '70; Past N.J. State Heritage Chairman; Past Comm. of Human Relations for the City of Elizabeth, N. J.; Mem. NHS of Mod. Langs, AMG; Diploma of Honor "Free Cuba"; Commentator "Latin America Report" Serving on Bd. of Dirs. Amer. Red. Cross;

C O M E S A N A S, RAUL E. L.: CONTINUED

YMCA; United Fund; Editor and Publisher of LA NACION AMERICANA - the only Catholic Spanish Newspaper in the U.S.A.; Nat. Pres. of the SCNIA (Student Captive Nations Info. Assoc.) Interviewed on the Voice of America several times; Roman Catholic; written over 1,000 articles in English and Spanish; Traveled extensively in Central and South America. H-P.O. Box C, Consolata Fathers, Somerset, N. J. 08873.

G A L L A R D O, POLLY: PIO, State of Arizona, Atomic Energy Commission; B-Yuma, Arizona, September 13, 1927; Mother of four children, 25, 22, 21, 14; graduated from Phoenix, Arizona; attended Lamson Business College and presently working towards degree in Business Administration; State of Arizona Employment '53 as Staff Member of the Arizona Merit System, 9 years in the Governors Office as bilingual secretary; concerned with community affairs; previous job history includes self-employed, as owner and operator of Secretary Service in Mesa, Arizona; membership SBA Advisory Council '71 - present; Governor's Commission on Status of Women, '67 - '71; Mayor's Housing Code Committee '67 - '68; YWCA and Catholic Social Services; VESTA Club of Phoenix '62 - '64; Club Pan Americano of Phoenix; LULAC; H-6830 N. 15th St., Phoenix, Arizona 85014.

H E A R S T, RANDOLPH A.: Pres, Director, Chief Exec. Officer of the Hearst Corporation. B-New York City, New York, December 2, 1915; s. of William Randolph Hearst, Sr., and Millicent Willson Hearst; Student Harvard Univ. '33-'34; Lawrenceville School, N. J., '34; m. Catherine Campbell on January 12, 1938. Mrs. Hears is Regent of the U. of California; ds. Catherine Millicent, Virginia Anne, Patricia Campbell, Anne Randolph and Victoria; Served with the USAAF Air Transport Command '42 to '45. Member: Pacific Union Club, San Francisco; Burlingame (CA) Country Club; Piedmont Driving Club, Atlanta, G.A., Press Club of San Francisco. O-Third and Market Streets - Room 214, San Francisco, California 94103.

H I L L I N G S, PATRICK J.: Attorney at Law; b. Hobart Mills, C. A., February 19, 1923; m. Phillis Reinbrecht Hillings; ds. Pamela Jane, Jennifer Ann; s, David Michael; BA-JD Univ. of S. California, Law School, LA, CA, '49. U.S. Congressman, House of Representatives, Wash., D.C., '51 - '59; Field Repres. to the Honorable Richard M. Nixon; '49 - '51 Attorney at Law, Los Angeles

H I L L I N G S, PATRICK J.: California; Mem: American, California, L.A., Federal and International Bar Assoc., Supreme Court of the U. S.; Reg. Mgr. for Civic and Gov. Affairs, Ford Motor Co., Pres and Owner of the Pat Hillings Travel Agency, Inc., Arcadia, Ca., H-1130 Fallen Leaf Rd., Arcadia 91006; 0-3921 Wilshire Boulevard, Los Angeles California 90005.

I N C L A N, ROSA G.: Professor and Consultant, Bilingual Education, H.S., Eleanor McMain, New Orleans, L.A., '38; B.A., Univ. of Havana, '54; PhD. U. of Havana, School of Ed., '48; Tchr. Head of Eng. Dept, Havana Univ., Summer '47. Prof. of English, U. of Havana, '47-'60. Tchr. of English X, Loyola Sch., Miami; Tech. of Eng. XI and XII, Immaculate Academy in Miami; '61-'63. Instructor, Ford Foundation in the Linguistics and Reading, U. of Miami, '64; Instructor in Methods of Teaching English as a S.L., Dade County Pub. Schools '65; Instructor in Mod. Methods of Teaching Eng., as S. L. U. of Miami, '67; Collaborator with Dr. Mary Finochiaro in the TESOL - ESL Consultant on Bilingual Ed. Collier Co. Prog. Immokalee, Florida; Collaborator in ATSP'S Report on Teaching Spanish in Schools and Colleges to native S. S.; sponsored by U.S.O.E. '71; Consultant and Professor in Bilingual Ed. '71 to present. Publishes various articles and monographs on ESL and Reading Materials i.e., No Man is an Island, A Corner of the U. S. of A. The Twenty Seventh Star, Office: Dade County Public Schools Administrative Offices, 1410 N.E. Second Ave. Miami, Florida 33132.

J I M E N E Z, ROBERT M.: Principal, Buena Vista School; H. S., St. Ignatius H. S., S. F. '48; Stockton Jr. College '48 - '49; A.B., S. F. State College; '52 M.A., SFSC '58; PhD in Ed., Stanford Univ., '61; Tchr. Columbus Elem, '52-'53; Lt. (J.G.) U.S. Navy '53 - '56 Tch. Ulloa Elem. '56-'63; Tchr. Burnett Elem '63, Ass't Prin., Marshall Sch. '64 - '67; Principal - Buena Vista Sch. '67 to Present. TSAP '62-'63; PTA, 1st V. P., '63-'64; PTA Aud '59 - '60; Bldg. Rep to S. F. CTA and ACE '56 - '63; Family Life Ed. Consultant and GP. Chrm. '66 - '67 - '68. Chrm. Elem. Liaison Committee to Calif Articulation Conf. - Foreign Language; Chrm. PRC Elem. Sch. Admin. Assoc. and Editor of PRESS, Calif Sch. Master Club, '60 - '67; Swimming Commissioner '67 - '68; CTA-ACE Math Fair Demo Tchr. '63; Dir. New Horizons Youth Program '63 - '65 U.S.N. Intelligence Res. Div. 12-1 Leadership Ofcr. Trng. Ofcr., Screening Bd. Ofcr. and Civilian Agent '61-'65; Pres. S.F. Urban S.A. '69 - '70; Chm. S. F. Chapter Amer. G. I. Forum '69 - '70. Member, Mission Area Community Action Bd., Inc., '69-'70. Buena Vista School, 2641 25th St., S. F. California 94110.

L E O N, JUAN R.: Franciscan Priest - Instructor Counselor (Rev.) St. Mary's H. S., b. Lordsburg, New Mexico, October 21, 1928; B.A. San Luis Rey College, Franciscan Seminary, San Luis Rey, California; Ordained to the Priesthood, 1957. Associate Pastor in Pueblo, Colorado '58 - '60; Superior of a Chapel, Phoenix, Arizona '60-'61; Tch. H. S. and performing Parish Work '61 to present. Traveled extensively throughout the Franciscan Province in Western U. S. and Mexico. Consultant and lecturer in Church Liturgy and Catholic Education. St. Mary's High School 230 E. Polk Street, Phoenix, Arizona 85004.

M O N T E Z, MANUEL FRANCO: Food Manufacturer - Restauranteur. B. Safford, Az., December 1, 1928, married, proud father of five children. Metropolitan High School, Los Angeles, California, Trkng. Contractor for fruit farmers in Orange Cove, San Joaquin Valley California '50-'53; Sales and Services of Exec. Office Furniture for Pacific Desk Co. L.A., Calif. '53-'55; Theater Mgr., United Artist Circuit, Inglewood Calif., '55-'57; Bus. Mgr. Stan's Drive Inn Corp., Hollywood, Calif. '57-'60; Grocer, Springdale, Ark., '60 - '62; Pres. and Owner, Montez Enterprises, Inc., (12 restaurants in a four state area and three Mexican Food Manufacturing Plants) 1962 to Present. Regional Advisor to the Council for the SBA, Kansas City, Missouri; Nat. Advisor of SBA Washington, D. C., Member Bd. of Directors NEDA (Nat. Economic Development Assoc.) Member Fair Share Community Function for the C of C, Kansas City, Missouri, Amer. G. I. Forum, K. C. , Missouri, Member UMAVKY Founder, American Mexican and Professional Men's Assoc. Graduate: Dale Carnegie Course; Student Pilot; H-3815 Broadway, Kansas City, Missouri, 64111.

M O R A L E S, JOSE A.: Dean, School of General Studies, Purdue University, Calumet Campus, Hammond, Indiana; b. New York City, N. Y., on June 22, 1932; B.S. in Sociology, Columbia Univ., N. Y., August, 1963; M. A. in Social Work, University of Chicago, Chicago, Illinois, Sept. 1965 married to Gayle McNeal Morales; d. Cynthia Maria Morales and sons, Richard, Timothy and David Morales. Employment: National Recreation Assoc., New York, N. Y., Sept. '52 - Aug. '67; N. Y. Mission Society, New York, N. Y., Sept. '57 - Aug. '61; Neighborhood Service Organization, Chicago, Ill., Sept. '61 - May '66; Director of Project Upward Bound, Purdue University, Hammond, Indiana, June '66 - Aug. '67, University of Chicago, Asst., Professor Social Work Chicago, Ill. Sept. '67 - July '70; Deputy Director Opportunities Industrialization Center, July '70 - Aug. '72; Dean, School of General Studies, Purdue Univ., Hammond, Indiana, Aug. ' 72 to present. H. - 834 White Oak Lane, Park Forest South, Illinois 60466

O R T I Z, WILLIE V.: President and Owner, Mercado Hispano Del Norte, Inc. Married 22 years; one daughter; B. A. College of Santa Fe '58, Major: History - Minor - English and Spanish; Military Career; U. S. A. (Intelligence) stationed in Central and South America, Served as an interpreter for the commanding general in the area; Head, Personnel Security Program, Atomic Energy Commission '45 - '55; Prime Contractor U. of California, LASL and Security Officer for the Joint Test Group, 1955-1972. President and Owner, Mercado Hispano del Norte, Inc., '72 to present. Member: Citizens Committee on New Mexico Court Reform; Amer. Judicature Society, Advisory Committee SWCEL; V.P. Scholarship Fund, College of Santa Fe; Republican Central Committee; '64 - '66; N. M. State Central and Exec. Committee '59 - present; Governor's Comm. on Reorg. of State Gov. 1967 to present. State Personnel Bd. '69 - present; O-314 Guadalupe Street, Santa Fe, New Mexico 87501.

P R O V E N C I O, JESUS R.: Professor Math/Physics; Director, Inter American Bilingual Science Program, Jesus and Mary Elementary and High School '31 - '33; Cathedral High School, El Paso, Texas 3-9-43; Texas College of Mines '45 - '48; U. of Denver, '48-'51; Graduate Work Federal Schools, Mexico '51 - '54; Graduate Work, U of Tex. '62-'66; Graduate Work, NMU; PhD 1972; (Doctoral Dissertation: "Notes for the Mathematical Analysis of Cultural Differences", College Teaching: 1948 to present. Radio Communications and Broadcaster during the early 1940's and 1954 '62 - Mem: 20/30 Club, '54 - '62; LULAC '62 - present; AAE 60-present; Nominated for the U. S. House of Representatives after winning Republican Primary 1970. Publications: Values and Education; Values and the Education of M/A; Analysis of American Culture in terms of Mexican Values; TV Progs. "La Crencia en las Noticias de HOY". H.- 1431 Hawthorne, El Paso, Texas 79902.

R O D R I G U E Z, FACUNDO R.: Public Administrator and also Chairman of the Advisory Committee on the Education of Spanish and Mexican Americans. b-Santa Fe, New Mexico, February 14, 1925; s., the late Juan Rodriguez y Moya and Isabelita R. Rodriguez; m. Eloisa Gallegos, December 26, 1955; son: Mark, ds., Michelle and Marietta; BA in Political Science in Ed., UNM '50; MA in Pub. Sch. Administration, N. Mex. Highlands University '52; Tchr. English,

R O D R I G U E Z, FACUNDO R.: CONTINUED

Santa Cruz, H. S., '50-'51; Tchr. Span. and S. S., Pojoaque, H. S. '51-'52; Prin. Cerrillos Valley Pub. Schools, '52-'53; Secondary Sch. Princ., No. N. M. Normal School, El Rito, '53-'58; Supt. of Penasco Sch. District #4, '58 to '65; Bi-County Welfare Dir. '63-'64; State Dir., WETP - Title V '64-'66; S. W. Reg. Repres. APWA, Reg. VI - five states; '66 - '68; Model Cities CDA Dir., '68 - '70; Dir. Field Operations, N. M. M.V.D., seven months , Exec. Dir. MOP, Phoenix, Arizona, '70-'71; Executive Director, EOB '71 - present. Mem. Reviewing Comm. of Secondary Schools, Chgo '55 - '56; NEA (Life Member) N.M. Ed. Assn; Pres., N. C. Dist. '53-'54; Ex. Com. '54; AASA; Bd of Dir. HELP '69-'73; N.M. Manpower Council '71 to present; VFW; HNS Newman Club; K of C; Eagles; Elks; served with the USAAF '43 to '46 SWPTO, NMNG '46 - '50; Catholic. h-2661 Camino Chueco, Santa Fe, New Mexico 87501.

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